



John P Thomas Elementary

6001 Weston Avenue
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	404 Students	
Principal	Evelyn Moore	803-735-3430
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

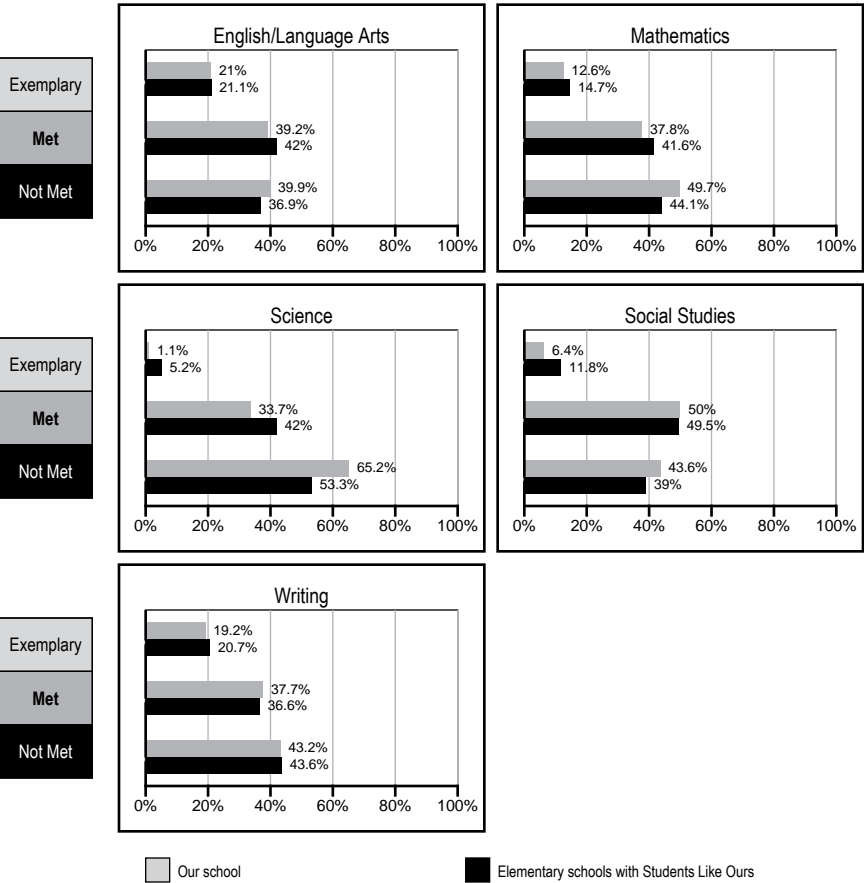
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	52	50	31

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=404)				
First graders who attended full-day kindergarten	87.0%	Down from 100.0%	100.0%	100.0%
Retention rate	3.9%	Up from 3.1%	2.5%	1.9%
Attendance rate	96.4%	Down from 97.1%	96.0%	96.3%
Eligible for gifted and talented	2.4%	Down from 3.5%	2.8%	10.0%
With disabilities other than speech	8.5%	Up from 7.8%	7.4%	7.7%
Older than usual for grade	0.4%	Down from 0.7%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	65.0%	Up from 62.2%	57.0%	59.4%
Continuing contract teachers	65.0%	Down from 70.3%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	84.3%	Down from 85.5%	81.2%	85.9%
Teacher attendance rate	95.9%	Up from 93.5%	95.2%	95.1%
Average teacher salary*	\$51,861	Up 8.2%	\$45,718	\$47,149
Professional development days/teacher	9.6 days	Down from 10.1 days	10.9 days	11.1 days
School				
Principal's years at school	6.0	Up from 4.5	3.0	4.0
Student-teacher ratio in core subjects	11.7 to 1	Down from 12.8 to 1	16.5 to 1	18.8 to 1
Prime instructional time	90.9%	Up from 89.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,616	Up 11.5%	\$8,730	\$7,458
Percent of expenditures for instruction**	82.0%	Up from 81.9%	68.4%	68.8%
Percent of expenditures for teacher salaries**	78.2%	Up from 75.6%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

John P. Thomas Elementary School serves 440 students from pre-kindergarten to fifth grade. There are two self-contained classes for students in kindergarten to fifth grade, one class with two half-day sessions for preschool students with special needs, and a resource classroom.

Our teachers continue to challenge students with research-based best practices such as Accelerated Reader, Accelerated Math, Breakthrough to Literacy, Balanced Literacy, and SuccessMaker. Students and parents receive additional help through the Books and Breakfast program, after-school tutoring in grades 1–5, and the Homework Center. The SuccessMaker Laptop Home Computer program is another support for parents to use with their children at home. Our science lab has a full-time staff person. Lowered pupil-teacher ratio in all grades, common planning times at grade levels, and ongoing, sustained staff development contributed to more effective instruction and increased student achievement. Staff development included sessions in providing various types of assessments, monthly language and literacy discussions, strategies for teaching math, using hands-on materials for instruction, developing literacy centers, organizing books by text levels, and scoring writing assignments using the state writing rubric.

The PACT results showed a nine percent (9%) increase in the number of students scoring proficient and above in ELA and math. Science and social studies had a very low percentage of students scoring basic and above. Emphasis has been placed on using strategies to increase higher-order thinking and problem-solving strategies in math and science. The after-school tutorial program continues to focus on strengthening reading and math skills. Various parent workshops involved math, science, and ELA activities designed to help parents in assisting with homework and in preparing their children for the PACT. The early childhood department sponsored monthly parent workshops aimed at getting parents involved in their child's education. The SIC continues to find ways to increase parental involvement and to help reduce the number of situations that impede student progress. An incentive program is being planned to help increase parental involvement.

We are very proud of several significant accomplishments this year. The master schedule was streamlined to have movement in the halls at the same time. Related arts, Spanish, and computer lab schedules start on the hour or the half hour. Each month a school-wide writing program allowed all grades to display exemplary writing pieces on the Writing Wall of Fame and the Principal's Writing Wall of Fame. Fifth-grade students completed a nine-week DARE program. We had several winners in various art contests and district visual literacy contests. Our PE teacher was awarded the only fishing grant in the state of South Carolina. In addition, we held our fourth annual Family Math, Science, and Field Day activity. District office staff, community organizations, local businesses, and state agencies volunteered their services for this event. Each year our partnerships with parents and the community continue to increase and grow stronger. We continue to work with VFW Post 4262, Palmetto GBA, City Year, the Golden Kiwanis Club, and the local churches. Finally, there are eight teachers on staff who have attained National Board certification.

Patricia Briggs, SIC Chairperson
Evelyn H. Moore, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	52	26
Percent satisfied with learning environment	78.6%	80.4%	75.0%
Percent satisfied with social and physical environment	83.3%	86.5%	84.6%
Percent satisfied with school-home relations	31.0%	80.4%	76.9%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	163	100	39.9	39.2	21	79.7	78.6	82.8	Yes	Yes
Gender										
Male	80	100	46.4	36.2	17.4	68.1	74.4	79.3	N/A	N/A
Female	83	100	33.8	41.9	24.3	90.5	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	157	100	41	38.8	20.1	79.1	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	42.1	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	152	100	38.1	40.3	21.6	81.3	74.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	163	100	49.7	37.8	12.6	60.1	70.3	78.9	Yes	Yes
Gender										
Male	80	100	46.4	39.1	14.5	60.9	67.8	77	N/A	N/A
Female	83	100	52.7	36.5	10.8	59.5	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	157	100	50.4	36.7	12.9	59	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	N/AV	36.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	152	100	48.5	38.8	12.7	61.9	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	108	100	65.2	33.7	1.1	34.8	58.1	67.5
Gender								
Male	56	100	61.7	36.2	2.1	38.3	57	67
Female	52	100	N/AV	N/AV	N/AV	31.1	59.1	68
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	105	100	64.4	34.4	1.1	35.6	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	7.7	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsided meals	99	100	64.7	34.1	1.2	35.3	49.1	55.1

Social Studies

All Students	107	100	43.6	50	6.4	56.4	65.2	72.3
Gender								
Male	52	100	43.2	43.2	13.6	56.8	63.1	71.5
Female	55	100	N/AV	N/AV	N/AV	56	67.2	73.2
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	104	100	44.6	48.9	6.5	55.4	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	16	100	I/S	I/S	I/S	I/S	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
Socio-Economic Status								
Subsided meals	103	100	41.8	51.6	6.6	58.2	58	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	165	98.8	42.8	37.9	19.3	57.2	63.9	70.2	96.4	95.9
Gender										
Male	83	98.8	49.3	36.6	14.1	50.7	55.8	63.2	96.4	95.7
Female	82	98.8	36.5	39.2	24.3	63.5	71.9	77.5	96.4	96.2
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	86.2	79.1	96.9	96
African American	160	98.8	44	36.9	19.1	56	58	57.6	96.4	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	62.6	98	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	25	96	N/AV	N/AV	N/AV	5.3	22.3	26.1	96.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
Socio-Economic Status										
Subsidized meals	153	99.4	42.6	37.5	19.9	57.4	56.7	58.9	96.4	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	58	100	34.6	36.5	28.8	65.4
	4	52	100	37.2	39.5	23.3	62.8
	5	53	100	47.9	41.7	10.4	52.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	58	100	53.8	30.8	15.4	46.2
	4	52	100	37.2	46.5	16.3	62.8
	5	53	100	56.3	37.5	6.3	43.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	29	100	N/AV	N/AV	N/AV	28
	4	52	100	48.8	48.8	2.3	51.2
	5	27	100	N/AV	N/AV	N/AV	12.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	29	100	40.7	51.9	7.4	59.3
	4	52	100	30.2	62.8	7	69.8
	5	26	100	70.8	25	4.2	29.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	58	98.3	38.5	26.9	34.6	61.5
	4	53	98.1	36.4	50	13.6	63.6
	5	54	100	53.1	38.8	8.2	46.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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